

**Year 1 History: Changes in Living Memory**

**Autumn Term**

**What has changed since our Grandparents were children?**

**Enrichment: Box of delight – 20<sup>th</sup> Century toys; Photographs from parents and grandparents to make a timeline**

**Prior Learning:**

Chronological skills such as being aware of days of the week, months of the year and seasons; being aware that our age is how many years it has been since we were born; looking at baby photos of ourselves and comparing them to what we look like and can do now; awareness of vocabulary such as yesterday, tomorrow, last week, next week; awareness of what year it is

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p><b><u>Chronology:</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of vocabulary to talk about the passing of time.</li> <li>• Sequence events and objects in chronological order.</li> <li>• To develop use of time related vocabulary and everyday historical terms.</li> <li>• Sequence artefacts closer together in time</li> </ul>	<p><b>What is a timeline?</b></p> <ul style="list-style-type: none"> <li>• To use a basic timeline using blocks of 10 to show 10 years from 1960 to 2020 for example</li> <li>• To mark on the timeline when they were born, when their parents were born, when their grandparents were born</li> <li>• To understand that their grandparents are their parent’s parents</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Know that a timeline shows us a period of time</li> <li>• Know that parents and grandparents were born before them and that their age tells us how many years ago they were born</li> <li>• Know that babies grow into children, children into adults, adults into elderly</li> </ul> <p><b><u>Vocabulary:</u></b> Timeline; period; specific years significant to them e.g. 2015, 1985; age; grow; born; baby; child; adult; elderly; x years old; x years ago</p>
<p><b><u>Sources:</u></b></p> <ul style="list-style-type: none"> <li>• To use a range of primary and secondary resources to begin to understand features of the period studied.</li> <li>• To be able to describe similarities and differences between old and new artefacts.</li> <li>• To identify some of the different ways in which the past is represented.</li> <li>• To find out about the past by looking at pictures.</li> </ul>	<p><b>What toys would my grandparents have played with?</b></p> <ul style="list-style-type: none"> <li>• To look at toys that children like to play with now</li> <li>• To look at artefacts/pictures of toys that their grandparents liked to play with</li> <li>• To compare and contrast these different types of toys e.g. how do they look, what materials are they made from, why are toys today so different? Are there any toys that were popular then that children still play with today? Why could that be?</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Know that evidence from the past can tell us what life was like</li> <li>• Know that some evidence can be objects or pictures or asking people who are still alive questions about the past</li> <li>• Make interpretations and conclusions from examining different types of evidence</li> </ul> <p><b><u>Vocabulary:</u></b> Evidence; artefact; interpretation; contrast/difference; material types; modern;</p>

<ul style="list-style-type: none"> <li>Describe and sort things that are from the past i.e. artefacts/everyday objects from home, and say how they are used, and how they compare to today's equivalent.</li> </ul>		<p>older; invention; technology; battery; mechanical; safety</p>
<p><b><u>Society:</u></b></p> <ul style="list-style-type: none"> <li>To ask and answer questions about the past.</li> <li>To recognise their own lives are different from the lives of people in the past.</li> <li>Identify similarities and differences between ways of life at different times e.g. London/Gateshead now and during Great Fires</li> </ul>	<p><b>What was life like for my grandparents when they were children?</b></p> <ul style="list-style-type: none"> <li>To devise questions to ask my grandparents e.g. what was it like at school? Did they do the same lessons? Did they wear a uniform? Did they go on school trips? Did they have homework? What did they do for fun when they weren't at school?</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Know that an interview with a person is source material</li> <li>Can ask appropriate questions to find out information from the past</li> </ul> <p><b><u>Vocabulary:</u></b> Interview; source; interpretation</p>
<p><b><u>Changes:</u></b></p> <ul style="list-style-type: none"> <li>To begin to recognise that there are reasons why people in the past acted as they did.</li> <li>Convey an awareness and understanding of the past in a variety of ways.</li> <li>To recognise their own lives are different from the lives of people in the past.</li> <li>Identify similarities and differences between ways of life at different times e.g. London/Gateshead now and during Great Fires</li> </ul>	<p><b>What was life like for my grandparents when they were children?</b></p> <ul style="list-style-type: none"> <li>Feedback answers from interviews with grandparents and make comparisons to childhood then and now. What could be the reasons for some of these changes?</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Know that life has changed from when their grandparents were children to now and can give some of these changes</li> <li>Know that advances in technology have changed society over time</li> </ul> <p><b><u>Vocabulary:</u></b> Changes; comparisons; technology</p>

<p><b>Legacy:</b></p> <ul style="list-style-type: none"> <li>To communicate and tell stories about what they have learned in a variety of ways – drawings, ICT, role-play, writing.</li> </ul>	<p><b>What has changed since our grandparents were children?</b></p> <ul style="list-style-type: none"> <li>Look at overall changes from when their grandparents were children to now e.g. how school life is different, toys that are played with, changes in technology.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can give some of the main changes in society from when their grandparents were children to now e.g. school life, toys, technology</li> </ul> <p><b>Vocabulary:</b> Changes; comparisons; technology; inventions</p>
<p><b>Thinking Deeper:</b> Would they prefer to be at school when their grandparents were at school or now? Why?</p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>Subject Specific links – Maths: Looking at time periods, lengths of time passed, years, ages; English: Interviewing techniques</li> </ul>		
<ul style="list-style-type: none"> <li>Personal Development – Developing a sense of their own past and that of their family</li> </ul>		
<ul style="list-style-type: none"> <li>SMSC – Recognising that society was different for people in the past</li> </ul>		
<ul style="list-style-type: none"> <li>Cultural Capital – Recognising advances in technology, inventions, education and safety over the years</li> </ul>		
<ul style="list-style-type: none"> <li>Careers - Historian</li> </ul>		
<ul style="list-style-type: none"> <li>British Values – Has society improved since their grandparents were children?</li> </ul>		
<ul style="list-style-type: none"> <li>Equality - Were there any differences between subjects studied for boys and girls when their grandparents were at school? Was that fair?</li> </ul>		